

BOARD OF PUBLIC EDUCATION/OFFICE OF PUBLIC INSTRUCTION
CHAPTER 55 JOINT TASK FORCE
APRIL 16, 2010

Individual Activity 2A: When I think of results-driven accreditation, I'm most concerned about ...

Accreditation Process	<ul style="list-style-type: none"> • Chapter 55 will be so broad and “flexible” that all schools have their own interpretation of accreditation. • How will districts have a clear picture of accreditation? • Disregard for differences in class/school/district dynamics or “personality” when determining if a class/school/district meets accreditation requirements. • I don’t want to give up quality input, standards, i.e. class size maximums, professional development standards, etc. • Keep it simple • Accreditation status determined by 1-shot summative assessments • The results are generally college-bound student orientation. 	
Data-Informed Accreditation (Results-Driven)	<ul style="list-style-type: none"> • “Results” driven accreditation implies that everything that is important can be measured which oftentimes translates into assessed. Focusing <u>only</u> on results increases the likely-hood that the <u>whole</u> picture will not be seen or considered. • The assessment field has moved/is moving to “Data Informed” language that is not as restrictive as the “Data Results” language while still recognizing the need for accountability. • Incomplete/insufficient data driving decision-making • How time intensive will the data collection be if accreditation is outcome-based? What impacts or consequences will this have? • There are too many variables to student achievement that are outside of the schools’ control. • Do we have control over these issues? 	

	<ul style="list-style-type: none"> • The improving but still currently insufficient data systems and the professional development needed to fully utilize the processes in place. • Using data correctly • Variables that impact results beyond school control (i.e. nutrition, attendance, etc.) • We don't have a data system that will (sic) develop common assessments and track student progress throughout the year. Data for AYP is a one-time event. • Other data indicates successful student achievement at local level. Some of the elementary schools have and continually meet state standards (AYP) while High Schools have gained growth in the core subject areas, ACT scores, graduation rates, NHS inductions (National Honor Society), etc... 	
Assessment	<ul style="list-style-type: none"> • How is it measured? • <u>How</u> to measure results? • How fairly will this be measured for the students and not the school? • How will results be determined? Will current data systems be kept in place? Will we use state testing as the only indicator of progress toward desired results? • What will the results be as a result of the assessment measures? • How are the <u>process</u> standards measured? • ... Are the assessment tools valid? Do they determine (measure) a student's success? 	
Accountable System	<ul style="list-style-type: none"> • Whether we design an accountability system based on multiple measures that can replace a system of inputs? • Being able to stay above the cultural and societal "Norms" so process truly reflects the students in our schools. • Who will be the external evaluators? • Also, it's great to think big, but can we fit our "big" ideas into the Montana constitution framework? • We should have a "growth-based" system to establish targets and state expectations; e.g. , California sets an expectation of 800 API (Academic Performance Index). 	

	<ul style="list-style-type: none"> • <u>State Reward Systems</u> for schools who achieve targets to be recognized for both improvement and excellence. • Schools with high poverty already struggle meeting accreditation standards. • Effects of poverty and transiency and other factors beyond the scope of the school don't appear to be considered. • What would rubrics look like for yearly reporting and external validation? • Who will determine the quality indicators? • What will have to be done to align curriculum? • Who will select the model to be used? • How will we administer the change? 	
Parent/Community Involvement	<ul style="list-style-type: none"> • Parent and student buy-in is crucial to the success of a results-driven model. • Public Perceptions - Will this affect only larger schools that already are labeled as failing because of not making AYP? 	
Continuous Improvement	<ul style="list-style-type: none"> • Realistically expecting a school/district to <u>continually</u> improve – quantitatively (i.e. 85% will be proficient in math). • 5-Year Plans without realistic ways upon which to monitor or assess the success of a school. • Who is setting goals for continuous improvement? The State, District Administrators, Schools themselves? And what consequences do teachers face when school goals aren't met? Remember, teachers don't choose their students. Will maintaining accreditation be on their shoulders, too? • As a teacher I am always looking for results of learning – some results may vary for students due to knowledge base -- talents and resources. 	

Distance Learning	<ul style="list-style-type: none"> • How will this fit with online learning? 	
Professional Development	<ul style="list-style-type: none"> • <u>School Systems</u> must be set in place (e.g., Professional Learning Communities) for consistency at grade level or department in schools. • <u>Staff Development</u> of teachers in content instruction and effective research-based instruction – Regional Support Centers, though in place need to be avenues for SD. • <u>Staff Development</u> of principals and district leaders to <u>become</u> instructional leaders. • Providing the professional development for administrators, teachers, boards, etc., so that it truly moves schools in that direction. 	
School Size	<ul style="list-style-type: none"> • How will this impact small schools? • For small school, results can be misleading; one individual can sway the process in various directions. I'm most concerned about... hurting local schools. • Making sure the process is broad enough to meet the needs of the small schools. • I will have to do more research on what it means to be results-driven. Some of my first concerns are how does this affect our Special Ed students and schools with either a large amount, or with small districts with a few – that %'s change results in outcomes. 	
Flexibility	<ul style="list-style-type: none"> • Is flexibility expanded in these processes? 	
Student Standards	<ul style="list-style-type: none"> • A concern is how will the results be determined? How do the Arts (Fine/Practical and other "non" but essential classes) contribute to the results? • Within curricular areas, are the standards on which accreditation is based all of equal weight? Communication Arts is a good example of how this could be a concern. • How the content and performance standards are prioritized. They exist in all curricular areas – is it just core or Rd/Math that are counted? • If the goal is to reach proficiency on the standards, can a student show proficiency <u>prior</u> to the course? 	

Quality Educators	<ul style="list-style-type: none"> • Tightening of licensing requirements equals being “highly qualified”, or teaching in a Minor field equals not always realistic. • Teacher burnout - Expecting more results from already over-burdened teachers. • When not seeing improvement with results, what to do with tenure, CBA, etc., to hold teachers accountable? 	
Reporting	<ul style="list-style-type: none"> • Paperwork and reporting burden for small districts. • How much more paperwork will be generated by this type of accreditation – what will the time factor be? • Will districts have to employ another person to just work with the data and do the paperwork? • Cut the “red tape” 	
Elements of Quality Education	<ul style="list-style-type: none"> • The accreditation system remaining a foundation of equity so that all children receive their constitutional guarantee of a quality education. 	
Capacity	<ul style="list-style-type: none"> • I am concerned about how much time a district will be allowed to make this shift if it requires significant resources. • Does Montana and local districts have the capacity to manage and analyze the amount of data inherent in Results-Driven Accreditation? 	
Fiscal Issues	<ul style="list-style-type: none"> • Fiscal implication for making this shift. • These changes will bring new and different budget burdens on schools and districts 	
Compensation	<ul style="list-style-type: none"> • Performance based pay for teachers seem to sneak in always. • Is this a step to performance based pay for educators? • If a superintendent has higher scores – more pay? 	

Unintended Consequences	<ul style="list-style-type: none"> • What are the consequences for schools failing to meet achievement goals? It sounds like NCLB – a recipe for failure. • The test ‘tail’ wagging the school dog! Way too much emphasis on CRTs, etc. • The curriculum will be driven by what results are needed. Is there capacity for fraud? • Intrusion on the local control by school boards. This is at 1st blush, since this is new to me. • The ever-changing role of the Federal government (changing rules and regulations) could interfere with local control. • Not enough protections for teachers and students. • Standardized testing: Most of the Reservation schools do not or have not made AYP. Will we ever, under the No Child Left Behind law? 	
Other	<ul style="list-style-type: none"> • As I think about this process ... will the essence of what we come up with be passed on thru the “three times” (Meloy) and still be intact? Or will it become diluted and thinned? • I don’t know what is meant by ‘Service Center’ – will they provide assistance to districts? 	